

Walter H. Dyett Global Leadership and Green Technology High School

Executive Summary

Name of the proposed school

Walter H. Dyett Global Leadership and Green Technology High School (“Dyett HS”)

Proposed school type: District or Contract

District

Mission, vision, and school’s purpose and culture

Mission: Our mission is to have a student-centered community school with a culture of high expectations that, through its partnership among teachers, administrators, parents, and community residents, provides every student an exceptional education with an emphasis on leadership development and green technology.

Vision: Dyett Global Leadership and Green Technology Community High School will develop our students into “community centered scholars,” with the confidence, competence and compassion to positively develop themselves, their school, their community, and society overall.

The Dyett HS design team envisions a high school that will be grounded in the history of Bronzeville and thoroughly integrated with the local community. The new, revitalized Dyett HS will prepare *all* its students for post-secondary education or meaningful career opportunities, in ways that will educate young people to be leaders of their community, city, and nation. In particular, Dyett HS will have:

- a strong focus on school culture, curriculum, and staffing;
- appropriate, wrap-around supports for every student; and
- genuine collaboration with the Bronzeville community.

Description of the educational philosophy

Our philosophy of education is to prepare young people to deeply study and understand their social and physical reality so that they can enter the global stage of history as actors in transforming their world. In the process, they learn the academic and artistic disciplines necessary for their own development and future life plans and for making a contribution to better our planet, which sorely needs both environmental sustainability and leadership for peace and justice—the two foci of our school. Education should value and build on the young people of Bronzeville, their culture, language, experiences, history, wisdom, and elders to enable them to know who they are, where they come from, where they are going, and to love their community and themselves.

Model of the proposed high-quality school

Our model is of a sustainable school rooted in the community. This proposal comes from the people of Bronzeville who speak from the heart about a school that lives in a village of tightly interconnected feeder schools, community institutions and organizations, local school councils of dedicated and loving adults, relationships, and the meaning of place.

Our model is based on the village concept. The model is a school that cares for children and youth as whole people, wraps around them both supports and challenges that they need in order to develop. As in a village, it treats them with respect and dignity, and demands excellence and commitment to a greater good than even their own individual success. This is a model that nurtures leadership; it teaches perseverance, expects the best, and supports solidarity. It is a model based on a broad notion of success for the students, their families, neighborhood, city, country, and world.

Overview of targeted communit(ies) and intended student recruitment boundaries,

This school is primarily for Bronzeville residents who have almost no open enrollment schools, but space permitting, and even by design, we propose to always accept some students from beyond the neighborhood borders.

How the school will meet the needs of the students and surrounding community, and overview of parent and community engagement and support

The need, strongly expressed by community residents in dozens of community meetings is for academically-challenging, culturally relevant education grounded in their community and culture, richly funded academic and non-academic programming, wrap-around supports, respectful relationships between adults and children, and meaningful ways for parents and community members to be full members of the school community. They articulate the need for an open-enrollment neighborhood school with the unambiguous goal of developing young people to play active roles in shaping their world. The deep well of community support for this school is manifested in the tens of thousands of volunteer hours put in by many hundreds of residents and their close partners, dedicated adults who are determined to create a high quality, open-enrollment district high school in Bronzeville.

Description of the design team's strengths and relevant qualifications

The design team is composed of community residents, parents, and teachers; experts in specific subject areas; education professors and researchers; current and former CPS principals; and several community partners with expertise in areas of the proposed school's specialization. Thus the design team brings a wealth of academic, educational, pedagogical, and community knowledge. Members of the design team include people with experience on previous design teams and/or teaching in a new innovative CPS school, teachers and university professors who are recognized experts in specific curricular areas, long-time Bronzeville residents and parents of CPS students with deep knowledge of and roots in the community, local school council members in the Bronzeville community, community members with extensive experience working with youth. As a whole they brought multiple knowledge bases to collaboratively shape a holistic school design.

Governance and oversight model

As a District school, Dyett will report to the Board of Education and have a Local School Council. Because Dyett will be a new District school, the LSC will be advisory for the first two years or until our student enrollment reaches 300 (50% of the total projected enrollment), whichever occurs last. Although the LSC will be advisory for the first two years, it will be fully participatory in the entire school community's ongoing evaluative processes of self-study and reflective practice. In addition, other parents, students, teachers, and staff will play important roles in school governance, e.g., a parent leadership team and student council. The LSC and parent and student committees will receive professional development and will participate in curriculum planning, propose/evaluate school policies, plan student activities, participate in designing restorative justice and peer jury programs, and help evaluate the school.